

**SCHOOL IMPROVEMENT PLAN
2015-2018**

Fayette County School Corporation, #2395

**Connersville High School #1889
1100 Spartan Drive
765-825-1151
Principal: Randal Judd**

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Connersville High School PL 221 School Improvement Plan, 2015-18

A. Introduction

Narrative Description of school, community and educational programs:

Connersville Senior High School (CHS), located at 1100 Spartan Drive, is a countywide consolidated "small town" high school that serves all public school students grades 9-12. Many CHS students reside in rural areas and rely on school bus transportation that encompasses 215 miles. CHS is accredited by the Indiana Department of Education (IDOE) and the North Central Association of Colleges and Schools (now called AdvancED). CHS had 1,113 enrolled in 2014-15: 94.3% Caucasian, 1.4% Black, 2.6% multi-racial, .4% Asian, and 1.2% Hispanic. Special needs students (11.4%) are provided services through a joint cooperative which serves Fayette and Rush counties. CHS uses a traditional 7-period day of 50-minute classes that includes a 30-minute activity period. The faculty at CHS is highly qualified consisting of 34 faculty members with master's degrees and above, and 32 with bachelor's degrees.

CHS is in the city of Connersville with a population of 13,481 (2010 census). It is the county seat of Fayette County, located in east central Indiana, served by the Fayette County School Corporation's six elementary schools, one middle school and one high school. Three non-public elementary schools, St. Gabriel, Community Christian, and Victory Christian School are also located in the county. Area residents have the opportunity to attend a branch of Ivy Tech Community College as well as a branch of Indiana University East. The community's economy has traditionally been linked to agriculture and manufacturing; however, manufacturing businesses left and the community continues to experience a lack of employment opportunities and a depressed economy. Data from the 2010 United States Census defines several population characteristics.. The population decreased by 9.48% over the past decade. In Fayette County, 26.3% of residents over the age of 25 have not earned high school diplomas. The percent of local residents holding bachelor's degrees or higher is 8.5%. Among people in Fayette County, 15.2% are below poverty level. As of May, 2015, Fayette County had the third highest unemployment rate in the state at 6.5%.

CHS has many options in its educational programs for students. Grades 11 and 12 have access to an adjacent career center, Whitewater Technical Career Center (WTCC) and a credit-recovery program, Center for Performance Learning (CPL). Students use iPads as a 1:1 tool in all classrooms. Articulation agreements with Ivy Tech, Purdue, Vincennes, and Indiana University (IU) enable CHS students to earn high school and college credits concurrently. CHS offers a total of 94 credits with Ivy Tech, Purdue, Vincennes, Ball State, and IU Advanced College Project (ACP). CHS was endorsed in the spring of 2013 as an Early College High School (one of nine in the state). Our Early College High School (ECHS) has three pathways, Business, Science/math, and General Education Core.. CHS also offers Project Lead the Way a pre-engineering dual-credit program. Additional dual credits in technical areas are offered in agriculture and family-consumer science, and at WTCC. A nationally recognized Workforce Development program in high schools, Jobs for America's Graduates (JAG), begun in 2010, selects 40-50 juniors and seniors, who are at-risk for graduating, and immerses them in information and experience about careers.

Description and location of curriculum

CHS offers 174 courses, keeping curriculum current with Indiana Academic Standards (IAS) and IDOE expectations. Complete copies of curriculum are located at the superintendent's, Resource Center's, and principal's offices.

Titles and descriptions of assessment instruments used:

NAME	TYPE	GRADE LEVEL	PURPOSE	USE OF DATA
ALEKS and MobyMax (Assessment and Learning in Knowledge Spaces)	Curriculum-based assessment	9-12	<ul style="list-style-type: none"> Diagnostic/Growth Prescriptive 	<ul style="list-style-type: none"> Determines initial course placement Measure student growth Identify at-risk Determine impact of interventions/instruction Can be used to progress monitor
The Edge	Curriculum-based assessment Adaptive Norm-referenced	9-12 Low level Readers	<ul style="list-style-type: none"> Diagnostic/Growth Compare to grade equivalent scores 	<ul style="list-style-type: none"> Measure student growth Identify at-risk Determine impact of interventions/ Inform instruction Can be used to progress monitor
End of course assessment	State and locally developed summative course assessments; aligned to standards and depth of knowledge	9-12	<ul style="list-style-type: none"> Benchmark - determine how students assess at course standards Measure extent students know CCSS 	<ul style="list-style-type: none"> Assessing mastery of standards in each course
Acuity	Math - Predictive ELA - Predictive/Diagnostic	9-10	<ul style="list-style-type: none"> Math - predictive ELA - predictive ELA - diagnostic 	<ul style="list-style-type: none"> Used to identify instructional groups Used to identify at-risk student interventions Measure student growth Predict students who will pass ECA Inform instruction and curriculum Can be used to progress monitor
QRI5	Formative analysis of student reading comprehension	9-12	<ul style="list-style-type: none"> Inform instruction in ELA Given each semester to students struggling in reading. 	<ul style="list-style-type: none"> Measures reading achievement and progress Identifies independent, instructional and frustration level of student's comprehension Can be used to progress monitor
PSAT	Standardized norm-referenced	10-11	<ul style="list-style-type: none"> Diagnose student strengths and weaknesses Informs placement in dual-credit courses 	<ul style="list-style-type: none"> Determines college and career readiness Identifies students in need of remediation Predictor of SAT performance Compares FCSC students to others in nation Identify National Merit Scholar qualifiers

B. Mission and vision

Mission: The CHS mission is to provide a safe environment where all students acquire skills and knowledge to become productive members of society.

The CHS community has a **vision** of high expectations for students in which we work together to achieve success by always striving to be better. Students accept responsibility for their education by taking challenging courses, understanding the importance of teamwork, practicing good citizenship, and working hard on academic skills.

- Teachers vary teaching methods and provide challenging work that engages ALL students.
- Everyone promotes qualities of responsibility, willingness to learn, and pursuit of excellent academic and technology skills.
- We model core values of good moral character, strong work ethic, and responsibility.

- All citizens support extended learning through a variety of programs, including classroom assistance, cooperative placements, school-to-work internships, tutoring, and mentoring.

C. Summary of data, derived from assessment of current status of educational programming

1. Data, including graphs, from the annual performance report.

	CHS 10-11	State Avg.	CHS 11-12	State Avg.	CHS 12-13	State Avg.	CHS 13-14	State Avg.	CHS 14-15	State 14-15
Student Enrollment	1203		1153		1143		1101		1113	
% Pass ECA Algebra (12 grade cohort)	84	82	84	71	91.36	68.8	92.24	72.8	93.5	
% Pass ECA Algebra (1 st time)	57.8	72.4	54	69	82	67	90	71	83.8	69.7
% Pass ECA English10(1 st time)	72	70	81.8	76	80	73	76.3	76	76.9	78.7
% Pass Both (all graduates)	64.6	68.0	75.5	71.5	76.2	69.4	90.6	72.1	73	73.3
% Pass ECA Biology (1 st time)	57	71	54	69	45	47	35	48	39.8	43.6
% Graduates given waivers	6	9	7.5	9	3.7	7.2	4.3	7.4	3.4	
% Graduation rate	83.1	86.0	92.1	88.3	88.89	88.6	91.4	89.6	92.7	88.9
% Honors Diplomas	32	30	37	32.3	41.2	35.3	37.5	34.8	34.1	
% Technical Honors Diplomas					13	NA	11.2	NA	13.6	
% Core 40 Diplomas	54	50	86	81.9	91.2	84.6	83.9	50.5	78.7	
% General Diplomas	14	20	14	NA	8.8	16	16.1	14.7	18.3	
SAT Composite (Graduates)	934	990	951	994	950	985	948.5	987	942	986
% Graduates taking SAT	53.6	61.3	55.8	63.8	53	62.5	67.9	60.3	56	
ACT Composite (Graduates)	21.3	22.3	21.4	22.3	21.3	21.7	21.6	21	21.3	21
% Graduates taking ACT	29.2	25.3	25.5	NA	26		32	.3%	35.7	
% Pursue College	72.2	N/A	72	76	85.6	78.4	75		77	
% AP exams 3+ (all grades)	11.1	42.6	10.1	44.6	20	50	11.5	51	33	51
% of 11 & 12 take AP	14	23	6.9	NA	8		5	16.5%	2	
Special Education %	14.8	14.7	13.6	NA	12	14.4	11.7	14.8	11.4	
% Free/reduced lunch	50.1	46.8	60	NA	53.4	49.3	57.6	49.2	52.5	
Made AYP/School Grade	No		B		A		B		B	
# students retained in grade 9 (< 11 credits)	47	16.9%	35	12.6%	31 10.7%		35		49	
# students dropped out (12 th)	9	6.1%	9	8.7%	9	5.6%	13	4.7%	8	
# students suspended	202	10.7%	227	12.6%	148		149		252	
#students expelled	14	1.2%	21	1.8%	21		12		6	
# expulsions/ suspensions (drugs, weapons, alcohol)	14	1.2%	14	.07%	7		8		0	
% graduates with 12+ dual credits					29%	NA	34%	NA	27	

- Grad rate increased to 92.7% (above state average of 88.9%).
- For 2013-14, CHS received a grade of "B" for Indiana's PL221 report card.
- For 2014-15, CHS received a grade of "B" for Indiana's PL221 report card. Performance on the College and Career Readiness exam (used for the first time by the DOE) kept CHS from earning an "A".
- In 2014-15, the Algebra 1 cohort had a pass rate of 93.5, which was an improvement over the 13-14 rate of 92.24. The first-time tester pass rate of 90% in 2013-14 showed a substantial increase from 82% in

2012-13. The strategies and interventions our math teachers are using have produced improvement in student achievement.

- Spring 2015 results in English 10 ECAs rose slightly 76.9%, but is below the state average (78.7%). While the English 10 Team strategies and interventions are producing decent results (More digital text is being used, teachers have had literacy training, close reading training, and all CHS teachers have been using extensive writing across the curriculum, but improvement is needed.
- SAT scores continue to show an average below that of the state. ACT scores are slightly above the state average. As students who take these entrance tests are college-bound, CHS must infuse test-taking skills into its core curricula. In order to improve standardized test scores, PSAT materials have been purchased for use in 9th and 10th math and English courses. In addition, beginning with the 2013-14 school year, CHS began offering SAT prep courses in math and English. Students who enroll in Information Communications and Technology may be eligible to earn college credit in IVY Tech 111. IVY Tech 111 has a component of test preparation and skill practice.
- 2013 results on AP exams showed an improvement from 10.1% (2012) scoring 3 or above to 20% (2013); however, the CHS average for students scoring 3 points or above remains below the state average (40%). 2014 results showed a decline in successful attainment of scores of 3 or above (11.5%). In 2015, only 12 students were tested. Four students scored 3 points. The data is not statistically helpful. Most AP classes are also dual-credit; as a result, there is little incentive for these students to take/pass the AP exam.
- School-wide Positive Behavior Intervention Support (SWPBIS) began in the spring of 2009 and will continue during the 2015-16 school year. As a direct result of SWPBIS, discipline statistics showed a significant decline in the previous years. In 2014-15 there was a slight increase in office referrals (2,895, an increase of .4%)
- CHS students earned 2022 Dual credits in 2014-15. Dual credits received by CHS students in 13-14 totaled 2,312. WTCC dual credits were included in the count for the first time. In 2012-13, students earned 609 (without WTCC credits), up from 450 (without WTCC credits) in 11-12.
- Biology ECA scores have traditionally been below the state average. Students are not required to pass the Biology ECA in order to graduate or to receive credit for the course. Therefore, students do not have a tangible incentive to pass this rigorous test. Neither the state standards nor the format/type of the test is expected to change for the coming school year. Scores in 13-14 fell dramatically below the state average. CHS pass rate increased 5% in 2014-15, but is still below the state average.

2. Data related to performance indicators other than those included in the annual performance report.

Language Arts

English 10 (1 st time testers)	2008	2009	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	Students passed the ECA at a higher rate than in 2014. Performance on the new CCR readiness portion of the test give CHS a baseline for improvement.	
	% pass	66%	61.2%	73%	81%	79%	76%		76.9
	Reading		61.4%	71%	82%	79%	75%		53%
Writing		51.4%	76%	81%	77%	81%	59%		
SAT	2008	2009	10-11	11-12	12-13	13-14	14-15	CHS average SAT scores are still below the average state scores.	
# tested	93	111	132	129	156	153	163		
CHS verbal	482(R)	492(R)	466(R)	474(R)	477(R)	477(R)	479 (R)		
	465(W)	461(W)	449(W)	462(W)	461(W)	452(W)	461 (W)		
State verbal	496(R)	496(R)	490(R)	493(R)	493(R)	497(R)	496 (R)		
	481(W)	480(W)	472(W)	476(W)	477(W)	487(W)	478 (W)		

ACT	2008	2009	10-11	11-12	12-13	13-14	15-16	ACT scores are higher than those of the state in ELA CHS Reading scores are still a bit behind the state average. 74% of CHS Students tested were ready for college level English, compared with 72% of students in the state.
# tested	35	60	73	59	76	72	84	
CHS English	21	20.6	22	20.9	20.7	21.2	21.5	
State English	21.4	21.6	21	21.7	21	21.1	20.7	
CHS Reading	22	21.7	22	21.9	21.4	21.8	21.8	
State Reading	22.5	22.6	22	22.6	22.1	22.3	22.6	

Mathematics

ISTEP+/ Algebra 1 % pass	2008	2009	2010-11	2011-12	2012-13	2013-14	2014-15	In 2015 CHS continued its trend of performing higher than the state average on the Algebra 1 portion of the test.
	65%	75.9%	84%	84%	78.9%	92.24%	93.5	
	% pass 1 st time	69.2%	40.1%	57.8%	52.4%	82%	90%	
SAT	2008	2009	10-11	11-12	12-13	13-14	14-15	CHS scores are still lower than the state mean.
# tested	106	102	134	123	156	153	163	
CHS math	494	482	468	478	477	484	479	
State math	506	505	500	499	500	500	499	
ACT	2008	2009	10-11	11-12	12-13	13-14	14-15	CHS math score are below the state average.
# tested	35	60	73	59	76	72	84	
CHS math	21	20.6	22	20.9	21.6	21.9	20.9	
State math	21.4	21.6	21	21.7	21.9	21.9	22	

3. Other information about educational programming and the learning environment.

Connersville High School offers a number of choices and opportunities for students.

a. Focus on freshmen to engender a sense of belonging.

There is a current and urgent need for more success with grade 9 students. Focusing on freshmen success is an important step in improving attendance and graduation rate. Goals include increasing student self-organization and independence, improving achievement, providing opportunities to gain essential skills, and helping to build a personalized educational plan.

The following is a list of features of our focus:

- ✓ Careful articulation of curriculum from grade 8 to grade 9 and from 9 to 10
- ✓ Reading skills labs and Algebra enrichment classes
- ✓ Freshman Orientation Day
- ✓ Introduction to ECHS while at CMS
- ✓ Research-based instruction and local formative assessments
- ✓ Personalized goal-setting and planning,
- ✓ Team planning and Professional Learning Community time for freshmen teachers
- ✓ Freshman success coach
- ✓ Freshmen English and math classes are located in the lower Waterloo hallway.
- ✓ Teams of core subject teachers facilitate required curriculum.

b. Early College High School offers a great start for postsecondary education.

CHS is in an elite group of Indiana High Schools (one of only nine schools in Indiana with the designation of Early College High School). CHS Early College High School (ECHS) gives students a head start on college. It allows students to earn both a high school diploma and up to two years of credit toward a bachelor's degree. In addition, ECHS:

- students can earn dual credits equal to two years of college (or more) during their high school career.
- freshman can receive dual credits in Project Lead the Way and Information Communications and Technology. They may also earn a credit in IVYT 111, which is imbedded in Information Communications and Technology.
- will serve to increase the attainment of post-secondary education in the community. Only 8.5% of Fayette County Residents have obtained a college degree.
- dual credit students increase Honors Diplomas (academic and technical).
- prepares students academically for college placement testing. Students must meet specific score levels on PSAT, ACT, SAT & Accuplacer tests in order to receive college credit.
- saves students money.
 - Courses are free when taken with Ivy Tech through CHS.
 - Courses cost \$25 a credit hour for I.U.'s ACP, Purdue and Vincennes dual-credits.
 - All fees are waived for free/reduced lunch students.
- develops enthusiasm about learning & going to college.
 - Credits received in dual credits classes increased to 608 in 2013-14, which equaled the 2012-13 total. In 2014-15, students earned 527 dual credits. Those amounts are up from 450 in 2011-12 and 461 in 2010-11.
 - CHS renamed/reorganized pathways with Ivy TECH for 2014-15. We now have a business pathway, a math/science pathway, and a transfer education core pathway.
 - The ECHS team successfully encouraged CMS to implement "CMS Early College Prime." A timeline of monthly topics and strategies was utilized for the 2014-15 school year. Ninety-eight targeted eighth grade students applied to the CHS ECHS and were accepted, thus entering their freshman year as a member of one of the CHS ECHS Pathways.

c. School-wide Positive Behavior Interventions and Supports

To complete the CHS mission, faculty, students, staff, and parents work together to create a positive learning environment based on six qualities: respect, integrity, caring, harmony, excellence and responsibility (RICHER). Research indicates that implementing School-wide Positive Behavior Interventions and Supports (SWPBIS) will help to create a foundation for such an environment through the following:

- Establishing a primary focus and support on positive character traits;
- Providing a systemic, instructional, team-based approach to achieving behavioral goals;
- Utilizing evidence- and research-based practices;
- Using data to inform decisions;
- Offering ongoing professional development to facilitate effective implementation.

Members of the CHS SWPBIS leadership team include administrators, general educators, special educators, student service personnel, support personnel and student leaders. SWPBIS is a strategy team that meets bimonthly, as well as other times critical to the school's organization and management of it.

SWPBIS is making an impact at CHS. The number of student discipline referrals declined in 2010-11 by 10.3% and in 2011-12 by 17.7%. During the 2012-13 school year referrals did increase by 7.5%. The increase in 2012-13 can be attributed to the attendance office doing a better job of tracking truanancies and excessive absences. Truancy referrals were up 10% and excessive absence referrals were up 181%, due to better record keeping and tracking in 2012-13. (Truancy and excessive absences made up 36% of all referrals). In 2013-14, the number of referrals declined 24% (914 fewer referrals).

The number of total referrals stayed relatively steady in 2014-2015, up only .4% from the previous year. The number of suspensions increased slightly in 2014-2015 (252), up from 2014-2015 (240).

Expulsions decreased by nine students in 2014-15. In 2012-13, 41% of students had no referrals and 40% of CHS students had fewer than six referrals. In 2013-14, 45% of all students had no referrals and 40% had 1-5 referrals, totaling 86.1% of all students having 5 or less referrals for the year. In 2014-2015 477 students had no referrals (no% change from previous year) and 386 students had 1-5 referrals, totaling 81% of students having fewer than 5 referrals.

d. Student discipline

The majority of student referrals stem from excessive absences (more than five each semester, without a note from a doctor) tardiness, and violation of classroom rules. The number of referrals for excessive absences increased to 17.7% of all referrals because of an administration decision to not refer for truancy (which would lead to more suspensions). Classroom discipline referrals accounted for 14.4% of all referrals (total of 416). Absenteeism continues to be a problem as there were 844 referrals for excessive absences and truancy (29.2% of all referrals).

To address classroom tardiness, CHS implemented a one-minute "warning" bell in 2008-09 before the class period beginning bell in an effort to cut down on the number of instances of tardiness. In 2012-13, tardiness was the reason for 17.3% of all referrals (down 16%) from 2011-12. Tardiness increased in 201-14 1.5% and accounted for 23.1% of all referrals. In 2014-2015 tardiness was down 31% and accounted for 15.9% of all referrals.

We use in-school study (I.I.) and detention (either before: 8:20 a.m. or after 3:45 p.m.) as interventions before suspension becomes a consequence.

Number of suspensions	10-11	11-12	12-13	13-14	14-15
total # of suspensions	328	369	223	240	252
total # of students	202	227	148	149	258

Number of expulsions	10-11	11-12	12-13	13-14	14-15
	14	21	30*	12 (3)**	6

*In 2012-13, nine of the 30 reported expulsions were carry-overs from the previous school year.

** In 2013-14, there were 12 expulsions not including 3 expulsions which are carry-overs from the previous school year.

e. Response to Intervention

All CHS teachers work with students identified as RTI at-risk in the following ways:

Universal Tier - (Tier I)

- Instructional strategies that are proven effective by research

- Instruction that is systematic and explicit
- Differentiated instruction
- Intensified instruction with explicit "close" reading applied across the curriculum

Targeted - (Tier II)

- Involves homogenous small group or individual instruction
- Explicit and systematic instruction targeting specific skill and content
- Research based instruction to student factors such as age, giftedness, cultural environment, ELL, acquisition, mobility, etc.
- Supplemental to Tier I (Universal Tier)—increasing time and intensity
- Placement in remediation labs as identified by College/Career Readiness measure (Accuplacer 2014)

Intensive - (Tier III)

- Explicit, intense instruction designed to unique learner needs
- Delivered to individuals or very small groups
- Narrowed instructional focus and increased time

Members of RTI Student Assistance Team reviews data from school-based assessments, ECAs, PSAT, Acuity, and QRI5 to determine which students are at-risk at Tier 1. They use the FCSC RTI Framework to work with them.

Each team member also manages student cases submitted for Tier 2 and 3. They do so by—

- Following up on student cases which have been referred by teachers as possibly needing assistance,
- Doing research, data management, or correspondence for the case,
- Bringing recommendations for that student's intervention plan to the full committee,
- Communicating the committee's decision to the teacher, other teachers, and parent,
- Monitoring and meeting with students individually to interview and gather data.

Current RTI Resources include:

- Acuity instructional resources - interim assessments that measure progress on standards, predict ISTEP+/ECA performance, measure learning of curriculum and offer instructional resources for RTI;
- Basic Skills: Reading Lab - students that are well below grade level in reading are placed in labs to receive instruction based on individual weaknesses.
- English ECA labs - students who are at risk of failing or have failed the English 10 ECA are assigned to this class when possible
- Pre-Algebra classes - freshmen who have low test scores or who have shown little success in mathematics are placed in these classes in hopes of increasing basic math skills before taking algebra 1.
- Algebra 1 Lab - upper classmen who have not passed the Algebra 1 ECA are assigned to this class as an intervention.
- CPL Credit Recovery - intervention for juniors/senior students who have been identified as at-risk for academic failure through nine weeks grades, failure of Tier 1 interventions, over age/under credits, and testing screeners. This program will be implemented for one or more class periods;
- Remediation labs for College Readiness-as identified by PSAT/Accuplacer testing.
- Freshman Success Coach support - students who were "assigned" to CHS, rather than "promoted" will meet with the Freshman Success Coach bi-weekly.

- Counselors/Administrators and Freshman Success Coach will also be monitoring freshman attendance and will work closely with the attendance secretary and the RTI team to meet with students and work to remove barriers limiting their attendance.
- Digital curriculum support included through textbook selection process

D. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

1. Information about how the school's curriculum supports the achievement of Indiana academic standards.

Each teacher has received Fayette County School Curriculum Guides which are kept in the classroom to use in planning instruction. Corporation curriculum committees and task forces meet annually to review and revise curriculum and to select materials that are aligned with state and common core standards. A FCSC curriculum guide includes Indiana Academic Standards (IAS) and indicators of performance and assessments. Secondary teachers utilize maps, unit planners, and pacing guides to facilitate instruction and assessment. Social Science teachers started the process of making new curriculum maps in the summer of 2014. Math teachers will complete new curriculum maps during the 15-16 school year. All subject areas will transition to the Indiana Academic Standards during 2014-15.

Prior to the 2014-15 school year, FCSC required 46 credits, more than the standard Core 40 diploma (as defined by the DOE), as its minimum diploma requirement for graduation. In the spring of 2014, the FCSC Board of Trustees changed the policy to meet the DOE requirements for the CORE 40. In the spring, each student, along with their parents, works with his/her counselor to choose a career pathway and coursework using the *CHS Career Planner*, which offers six career pathways - Agriculture /Natural Resources & Environmental, Arts/Media & Communication, Business Technology/Management & Marketing, Health Services, Industrial & Engineering Technology, and Social & Consumer Services - and the course suggestions students should take for those pathways. The planner also has an interest survey to assist students unsure of which pathway to choose. The career planner shows the dual-credit opportunities available and pretesting requirements for students to enter Connersville Early College High School.

2. Information about how the school's instructional strategies support the achievement of Indiana Academic Standards.

Students are assessed for growth with common assessments, Acuity, and in labs with ALEKS, MobyMax, Qualitative Reading Inventory 5 (QRI5) or Curriculum Based Measures (CBMs). The data help students and teachers understand and identify areas for growth, re-teaching, and remediation. Instructional coaches in math, English, and technology, work with teachers to become familiar with and use best practice in the classroom.

Connersville High School has had full accreditation from AdvancED (formally North Central Accreditation) since 1908, utilizing a school improvement process to gather and analyze internal and external data; gain input and support from staff, students, and stakeholders; identify strengths and areas in need of improvement; identify goals and strategies to address areas in need of improvement; develop an action plan to ensure implementation of the goals and strategies; and assess progress to revise action plans.

All stakeholders are committed to continuous improvement. Our faculty school improvement steering committee, CHS Leadership Achieving Student Success (CLASS), chaired by media specialist Kim Giesting, is composed of a subject representative or department chair from each discipline. The committee meets each month, examines data, discusses "what is working and what is not," and then takes action to improve student learning.

3. Analysis of student achievement based on ISTEP+ and other assessment strategies.

ISTEP+/GQE	2010-11	2011-12	2012-2013	2013-2014	2014-2015
CHS math (first time testers)	57.8	52.4	82	90	83.8
State math	72.4	70.2	67	71	69.7
CHS ELA (1 st time)	72	82	79	76	76.9
State ELA	70	76	73	76	78.7
CHS % Pass Both	64.6	75.5	76.2	72.1	73
State % Pass Both	68	71.5	69.4	72.8	73.3

- CHS will focus more on including close reading in all classrooms as teachers are trained, and work to apply the training while monitoring progress.
- The test will change again during the 2015-16 school year.
- In 2014, CHS earned a grade of "B" from the DOE.
- In 2015, CHS earned a grade of "B" from the DOE.

4. Parental participation in the school.

Since 2003-2004, Connersville High School has had a Parent Teacher Organization (PTO). It meets the first Monday of each month and works to improve and increase communication between faculty, students and parents. One of its major successes has been its contribution to school improvement planning. Parents serve on school improvement committees and on specially-called committees, such as the weighted class committee and the new principal interview committee.

To improve communication and parent participation, both newsletters and emails are sent about significant events. During Open House, parents are asked to complete a questionnaire about CHS. Two hundred twenty-two parents participated in a spring 2013 AdvancED survey answering specific questions for school improvement. Many parents participate in special parent groups: Band Boosters, Choir Boosters, Quarterback Club, Swim Parents, and CHS mentors as well as other activities at Connersville High School. In a recent survey of coaches and club sponsors, it was determined that at least 255 parents assist in running booster clubs or organizations, assist coaching teams, and assist teachers in many other ways to support all of the activities of students.

One of the major goals for FCSC is to increase parent participation. The parent portal (Harmony), which allows parents to view student records, has increased communication between faculty and parents. The CHS School Improvement Committee, CLASS, and PTO formally invite all parents, students and staff to meet during the year to get stakeholder input, assess progress and update the SIP.

5. Technology as a learning tool

Connersville High School actively integrates technology into day-to-day operations. Student information such as attendance, discipline referrals, test scores, schedules, and transcripts are managed by Harmony (beginning with the 2012-2013 school year). Curriculum maps are accessible from Rubicon Atlas. Modifications for inclusion students are accessible electronically. Every teacher is a member of the Indiana Learning Connection, which includes web-based forums sponsored by IDOE.

In the summer of 2013, CHS campus went "wireless". Wireless hubs were installed to make the campus totally wireless for internet access. This project paved the way for the implementation of a 1:1 iPad initiative beginning in the fall of 2014.

Parents are able to check their child's grade on a daily basis by accessing the Harmony Parent Portal by computer/tablet/mobile device. Parents can find links to the Harmony Parent Portal on the CHS website.

CHS has employed an e-learning coach who will facilitate the implementation of our 1:1 iPad initiative.

The English Language Arts and Social Studies departments are the first to order digital textbooks and other digital resources for every student. Students will use iPads and applications for the following tasks:

- Reading digital texts,
- Daily language logs and journal writing,
- Forum writing activities to respond to reading,
- Links to web-based resources,
- Chat rooms to level the playing field during class discussions,
- Self-directed review activities and quizzes.
- Blended learning opportunities and homework
- Assessments

All other departments in the school will use technology for reading digital content, research and writing, for data gathering, for presentations, and to support learning. In particular, Project Lead the Way (PLTW) has made extensive use of Excel and CAD software. In 2012-2013 a new lab of 25 desktop computers was added to the Industrial Tech/ PLTW department. Choir students can download accompaniment files to their iPads and record their performances to extend practice time beyond the school day. Journalism students publish to a school website. Science students record, graph, and analyze data. To support all students, the school's library media center uses an online cataloging system and maintains subscriptions to multiple databases for research.

The school's website also serves as a conduit of information to the community, including information on upcoming important dates, how to contact teachers, changes to daily schedules such as 2-hour delays or school closings, and athletic schedules. Parents can access the curriculum guide/career planner and the student handbook. In addition, the school newspaper, yearbook, some faculty, CHS, and the school corporation have established pages on Facebook.

6. Professional development

Given the reduction of financial resources and release time for professional development, CHS employs a variety of methods including faculty meetings, PLC time, webinars, after-school sessions, and instructional coaches to ensure that all staff members have the tools to work towards achieving school goals.

Professional Development needs will focus on: 1) continued implementation of the 1:1 iPad initiative and e-learning; 2) sharing instructional strategies that support Literacy Standards including in-class analytical reading (close reading), note-taking, and discussion focusing on nonfiction text; and 3) implementation of the IAS, unit and lesson planning, common assessment development, and analysis of student data.

Evaluation of the impact of the professional development will be evaluated through student assessment data, workshop feedback and classroom observations.

Information will be shared during in-service days, faculty meetings, department meetings and PLC time, by email and print sources, and during workshops and webinars after school. Teachers who participate in outside workshops and seminars will share information using a Teacher Teaching Teachers model. The activities below are coded to show implementation: (I) in-service, (FM) faculty meeting, or (PLC) Professional Learning Community

Goal 1: Maintain/increase graduation rate to meet/exceed 90% by Oct.1 2016.

Activity:	Audience	Person/Partners Responsible	Need to know, be able to do	Measure of effectiveness
Model and improve SWPBIS (FM)	All staff	R. Judd; SWPBIS Team	Train community, staff, and students in RICHER process	Improved attendance, discipline statistics
Utilize parent portal (FM and email)	All staff	K. Giesting, Technology Committee	Train teachers in <i>Harmony</i> - goal of improved parent communication	Parents will be better informed and participate in grade improvement. Parent survey-feedback
Review graduation data and promote interventions (FM)	All staff	S. West/ S. Russell/Counseling Dept./ RTI Team	Build community knowledge of why/why not students graduate; teach interventions & strategies	Graduation rate improves increases to meet/exceed 90% by the Oct. 1, 2016.
Safety Training (FM, and E)	All staff	S. Russell	Strategies to maintain a safe and orderly environment	Disciplinary data, completion records of online training, records of drills (Faculty meeting Agendas)
Cultural Competency (FM)	All staff	RTI committee	Strategies to successfully reach all students	Improved subgroup test scores and graduation rates
Save the Seniors	All staff	RTI, Administrators	Track progress in classes needed for graduation and use intervention strategies	Passing grades in required classes and final graduation rate

Goal 2: CHS will meet/exceed the state average on the 10th grade ELA ISTEP+ (2015-16 school year).

Activity	Audience	Person/Partners Responsible	Need to know, be able to do	Measure of effectiveness
Student placement for success and growth	Admin. Guidance	ELA Department/ Aaron Chester/RTI team/Julie Bell	Schedule students into appropriate classes/labs	Meet or exceed goal
Awareness of literacy standards and modeling the use of reading strategies(FM)	All staff	ELA Department	Implement reading strategies across the curriculum	90% of graduates will pass the 10 th grade assessment Acuity scores Student scores on ELA portion of ISTEP+, PSAT, ACT, common assessment, and SAT improve
Model the use of writing strategies (FM)	All staff	ELA Department	Implement writing strategies across the curriculum	Meet or exceed goal Acuity scores Student scores on ELA portion of ISTEP+,PSAT, ACT, common assessments, and SAT improve
Feature research-based strategies to improve student growth (FM)	All staff	ELA and RTI Team	Variety of interactive, HOTS strategies and assessments	Student scores on ELA portion of ISTEP+, ECAs, PSAT, ACT, common assessments, and SAT improve

Facilitate implementation of Indiana Academic Standards and technology integration in daily lessons (PLC)	English teachers	Aaron Chester Rickie Rose	Implement Indiana Academic Standards and technology into daily lessons	Meet or exceed goal Student scores on ELA portion of ISTEP+, PSAT, ACT, common assessments, and SAT improve
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Goal 3: CHS will meet/exceed the state average on the 10th grade math ISTEP+ (2015-16 school year).

Activity	Audience	Person/Partners Responsible	Need to know, be able to do	Measure of effectiveness
Student placement for success and growth	Admin. Guidance Staff	Math Department/Kim Carroll/RTI team/	Schedule students into appropriate classes/labs	Meet or exceed goal
Analyze and share standardized assessment data (FM)	All staff	Math Department and counselors	Strengths/weaknesses and strategies for improvement	Student scores on mathematics portion of ISTEP+, PSAT, ACT, and SAT improve
Facilitate implementation of Indiana Academic Standards (IAS) and technology integration in daily lessons (PLC)	Math teachers	Kim Carroll	Implement Indiana Academic Standards and technology into daily lessons	Meet or exceed goal

Goal 4: Maintain/increase CHS College and Career Readiness measures to meet/exceed the state average for 2015-2016.

Activity	Audience	Person/Partners Responsible	Need to know, be able to do	Measure of effectiveness
Survey dual-credit students, teachers (SRT time)	All staff	ECHS Team	Improvements needed to engage and attain success	Dual credits earned meet/exceed 25%
Work to meet all recommendations given by CELL (FM and PLC)	All staff	ECHS Team	Use criteria offered by CELL	Continued ECHS endorsement
Instruct ECHS teachers on the technology and course requirements	ECHS Team	Ivy Tech, ECHS Consultant	Use appropriate technology and follow guidelines for courses	Continued endorsement, # of dual credits earned
CELL ECHS Network Meetings	ECHS Team	CELL ECHS Staff	Professional knowledge, information and networking	Continue and expand ECHS at CHS
Monthly ECHS meetings during PLC	ECHS Team	Tina Jacobik Mike Thompson Ivy Tech Rep.	Promote college level skills, rigor and pedagogy	Continued ECHS endorsement, # of dual credits earned
Instruction on content-specific literacy strategies	All Staff	ELA Dept. Dept. Chairs Dr. Rose	Content-specific literacy skills (reading/writing)	Decrease in # of students who need remediation
Instruction on content-specific math strategies	All staff	Math Department Dept. Chairs	Content-specific math skills	Decrease in # of students who need remediation

7. Cultural Competency

Every school itself has a unique culture built from the variety of racial, ethnic, socioeconomic, and language backgrounds of its students and staff. To achieve cultural competency and successfully reach all students at CHS, we must understand who our students are and how to develop policies, practice, and attitudes that will increase student academic performance while being cognizant of the role cultural factors play in the way our students learn. It is critical we recognize our own cultural views so we can appreciate differences and commonalities within our school community.

At CHS, 52.5% of our students are eligible for free/reduced lunch. Roughly, 11.4% receive special education services. To establish cultural competency and to ensure the success of all students, we must understand the particular effects of poverty and special needs on our students.

CHS utilizes a variety of programs to increase educational opportunities and performance for our students who live in poverty and those who have special needs. A Success Coach aids students in their transition to high school and helps identify emotional and physical needs that may have a negative impact on students' academic success. The RICHER program serves as a model of appropriate behaviors. Teachers mentor students as part of the CHS culture of caring and encouragement. The school makes available free and reduced-price lunches and serves both breakfast and lunch on weekdays when school is not in session and during summer school. Students, including those in the identified cultures, who demonstrate a need for supplemental instruction, may participate in after-school tutoring and remediation in math and placement in math and English language labs. In addition individual teachers are providing individualized remediation within their specific subject areas.

Indicator	Total N	% Free/Reduced lunch	Disproportionate?	% Special Ed	Disproportionate?
Failed 1 or More Classes 2014-15 school year	488	70.4	Yes	16.5	Yes
Suspended 2014-2015 # of students	158	76.6	Yes	17.12	Yes
Expelled 2014-2015 - # of students	6	100	Yes	16.7	Yes
Withdrew to Home School 2014-2015	45	88.9%	Yes	20%	Yes
Dropped Out 2014-15	21* (six were called back by us and did not attend)	81%	Yes	28.6%	Yes

(Total enrolled: 1113, 584 Free/reduced=52.5% 127 Special Ed = 11.4%)

These facts demonstrate a need to work with staff to expand understanding of these cultures and to implement research-based strategies to provide an effective instructional environment. To reach these goals, CHS must facilitate staff recognition of poverty and special needs; develop activities; and interventions considering students' backgrounds; and provide professional development and support to develop cultural competence.

Teachers will develop better awareness of the unique characteristics of students who live in poverty and who have special needs. Most CHS teachers have received some training in the needs of exceptional learners,

including following individual education plans, differentiating instruction, inclusion, etc. However, some still have difficulty in finding a balance between providing instruction and activities that meet diverse needs and maintaining high expectations, both academically and behaviorally. To meet these needs CHS will provide opportunities to learn about our data and work toward improving in the following areas:

- Acknowledging students differences and commonalities and tailoring instruction to meet their needs;
- Validating students' culture in classroom practices and instructional materials;
- Cultivating positive relationships with students, their families, and the community;
- Ensuring students have a sense of belonging, power, and freedom as part of the CHS family.

8. Safe and Orderly Environment

Goal: Work with staff to analyze data, identify and solve management issues unique to CHS.

CHS staff and students understand the importance of having a safe and orderly educational environment so that learning can take place. Our goals of increasing ELA and math scores, increasing graduation and attendance rates and generally providing a quality education will not be met if students and staff are not safe, or have a general fear for their safety while at school. Two administrators are trained as safety specialists each year.

Recent changes made to improve safety at CHS:

- Proof of parental identification is now required in order for a student to be released from school during the day;
- A new digital camera server was purchased in 2011-12 along with four digital cameras to supplement the cameras already in existence. In 2013-14 CHS added a camera in the student parking lot.
- Implementation of earthquake drills. CHS participated in the first ShakeOut drill in the U.S. and continues to do so.
- SWPBIS (School Wide Positive Behavior Interventions and Supports) reviews and revises actions.
- Doors at CHS will be equipped with card readers to record and prevent access when school is not in session.
- A security entry vestibule was constructed during the summer of 2015. All doors will be locked while school is in session. The receptionist will monitor all entry doors with intercom and monitors and will control access to the facility.

Data, including discipline information, parent and student surveys, and SWPBIS audits

Discipline at CHS

The following information shows the changes in discipline referrals since the implementation of SWPBS

Year	2009-10	2010-11 Start of SWPBIS	2011-12	2012-13	2013-14	2014-2015
# of referrals	4,788	4,288	3,531	3,797	2,883	2895

2013-14 Total referrals: 2,833 (down 24% from 2012-13)

2013-2014

Offense	Truancy	Excessive Absences	Tardiness	Violation Class Rules	Not Follow Directions	Electronic Equipment	Disrespectful Behavior
Incidents	685	286	665	336	247	126	80

Percent	23.8%	9.9%	23.1%	11.7%	8.6%	4.4%	2.8%
% Change from 12-13	-1.4%	-57%	+1.5%	-22.6%	-25.6%	-6.7%	+21.2%

These charts includes the seven most common types of referrals. There are many other types of referrals that are not reflected in this chart.

2014-2015

Offense	Truancy	Excessive Absences	Tardiness	Violation Class Rules	Not Follow Directions	Electronic Equipment	Failure to Dress for PE
Incidents	333	511	459	416	224	154	223
Percent	11.5%	17.7%	15.9%	14.4%	7.7%	5.3%	7.7%
% Change from 13-14	-51.4%	+79%	-31%	+23.8%	-9.3%	+22.2%	+228%

Student Information

- 1,066 enrolled at the start of the school year (down 4.7% / 53 students)
- 477 students did not have a referral of any kind = 44.7% of all students (no change)
- 386 students had between 1 and 5 referrals = 36.2% of all students (down 4%)
 - 863 students had 5 or less referrals = 81% of all students (down 5%)
- 76 students had between 6 and 9 referrals = 7% of all students (down 2%)
 - 939 students had 9 or fewer referrals = 88.1% of all students (down 7.2%)
- 77 students (7%) had 10 or more referrals (Last year 82, down 6%)
 - 9th grade: 33 (last year 9th grade class = 25) – 17.7% of all referrals
 - 10th grade: 23 (as 9th graders they had 25) – 12% of all referrals
 - 11th grade: 13 (as 10th graders they had 23) – 6.5% of all referrals
 - 12th grade: 8 (as 11th graders they had 14) – 4% of all referrals
- 7% of all students (77 students) had 10+ referrals (1,154) = 40% of all referrals
- 939 students average about 1.8 referrals for the year
- 77 students average over 15 referrals for the year

School Years	# Students Expelled	# Students Suspended	# Suspensions (Incidents)	Total Days Suspended
2009-2010	20	198	362	1036
2010-2011	14	202	328	1926
2011-2012	21	227	369	1139
2012-2013	30*	148	223	823
2013-2014	15**	149	240	931
2014-2015	6	158	252	689.5

* Nine of the 30 expelled were carryovers from the previous year

** Three of the 15 expelled were carryovers from the previous year

The above data show that while there is some variation in number of referrals, CHS has some students who make poor choices that have major consequences. In particular, the choice not to attend school is 29.2% of all referrals (CHS attendance rate for 2014-2015 is 94.7%).

Strengths

- Each teacher is given a copy of the CHS Crisis Manual at the beginning of the school year, which provides information concerning fire drills, inclement weather drills, lock down drills, and other documents pertaining to our school safety plans. This safety plan is practiced and updated on a yearly basis. Ninety-one percent of the staff who completed the survey believes that procedures are in place to address emergency/dangerous situations.
- One of our assistant principals and the dean are certified in school safety (School Safety Specialists). Each month, one of the assistant principals or the dean gives safety training during a faculty meeting. Teachers discuss rules and regulations in SRT and students sign that they understand them.
- A security officer is available to assist, should an adverse situation arise, and to take appropriate measures as directed by CHS principals.
- Classroom discipline referrals have decreased in number since the inception of SWPBS.
- 60% of CHS students agree there is an adult at school that they can talk to about school or personal problems (Speak UP Survey 2014)

Weaknesses

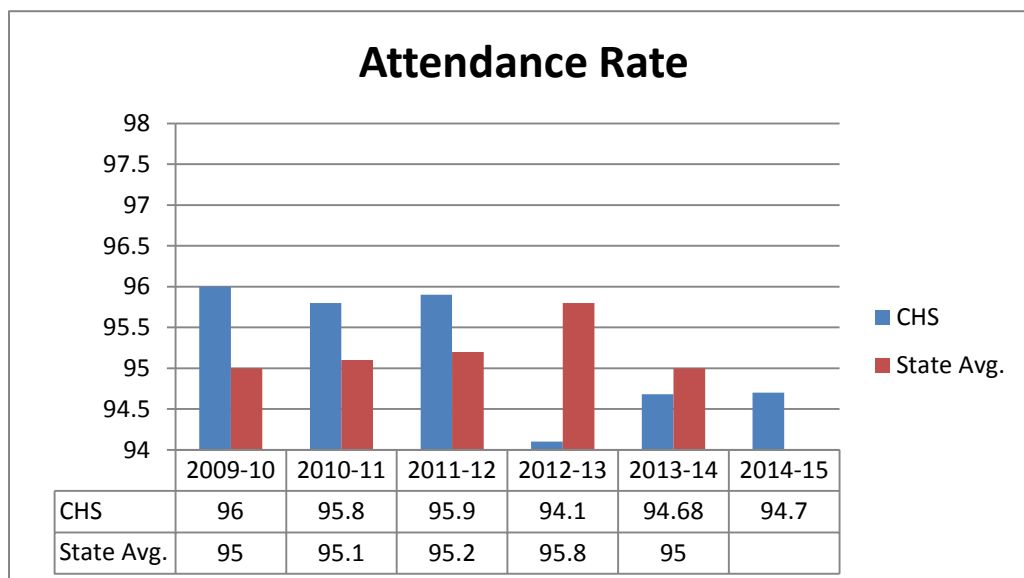
- Excessive student tardiness
- Truancy and excessive absences
- While most parents feel that there is adequate supervision before, during and after school, students and staff feel that supervision of hallways between classes (especially in the courtyard and cafeteria during lunch), and supervision during PLC time and faculty meetings could be improved.
- Because of the open concept of the courtyard and layout of buildings, doors cannot be locked during passing periods. CHS will make use of a new security vestibule in 2015-2016 to help alleviate this issue.

E. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

1. Attendance Rate

Goal: Improve attendance rate to meet/exceed the state average over the next 3-year period.

A comparison shows last four years below:



Analysis: Frequent review of and intervention with students experiencing attendance issues appears to be an appropriate strategy. Other strategies will include:

Intervention 1: Assign mentors to chronically absent students who will monitor attendance and academics throughout the year and report severe cases to Department of Family Services (DFS). The CHS RTI Committee has this as a goal for 14-15.

Benchmark 1.1: All chronically absent students will be assigned to RTI committee members.

Benchmark 1.2: Freshman students with 11 or more absences will work with Freshman Success Coach to set goals and check-in with her about school attendance once a month.

A chronically absent student will be more successful attending and staying in school if a mentor consistently expresses interest in the well-being of the student. According to the National Center for School Engagement, truancy reduction efforts are attributed to school-based, court-based, or community-based efforts. By implementing a community and school-based program, most truant students would receive beneficial treatment to reduce or eliminate excessive absences and also encourage students to be in school during high stakes tests.

Intervention 2: Using a broad stakeholder committee, we will review and update CHS attendance policy every three years. The next review began in August, 2015.

Benchmark 2.1: Students, faculty and community members will be part of a standing committee that reviews attendance policy in the spring every three years.

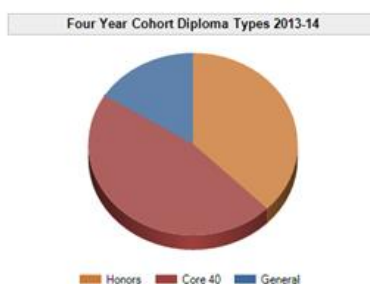
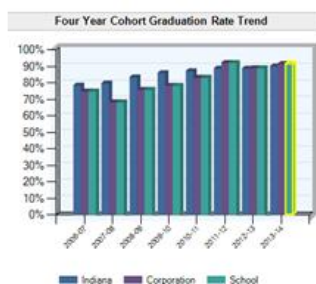
Benchmark 2.2: The number of students with chronic absences will continue to decrease by .2 % as per the new interventions.

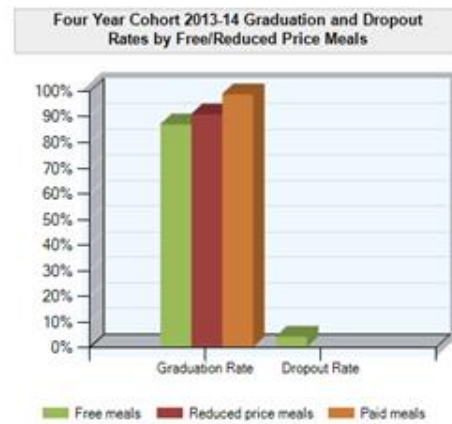
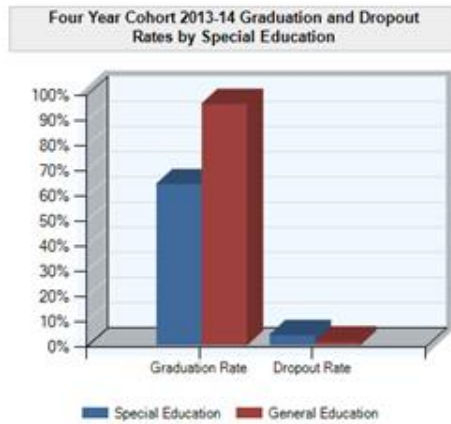
2. Graduation Rate

Goal: Maintain/increase graduation rate to meet/exceed 90% by Oct.1 2016.

- Expand resources for at-risk students;
 - Utilize CPL credit recovery for students who fall behind in credits
 - Offer summer school opportunities
 - Assign students to appropriate ELA labs/math labs (remediation/at risk)
- Offer all diplomas aligned with state requirements
- Teachers use a variety of planning and instructional strategies to facilitate student demonstration of reasoning and critical thinking.
- Make contact with recent withdrawals (homeschool and dropouts) to recruit back to school.
-

The CHS graduation rate for 2012-13 was 88.9%. The 2013-2014 grad rate was 91.4%. The 2014-2015 grad rate is 92.7%. FCSC graduation requirements now match DOE requirements with CORE 40 credits needed. A most-often reason given, in exit interviews, for a student dropping out is "over-age and lack of credits to graduate." Improvement in graduation rate has been steady and the number of honors diplomas given often exceeds the state average. Connersville High School recognizes the need to continue improvement as a graduate needs to complete updated, rigorous curriculum that prepares him for a global society.



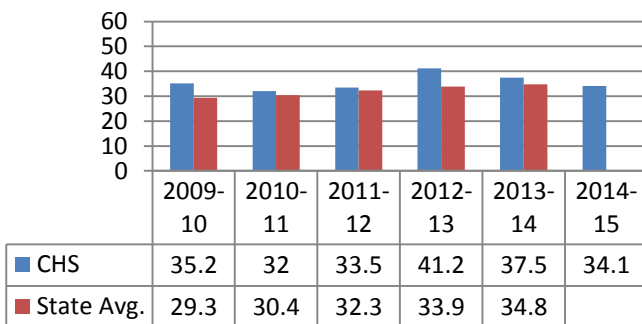


3. Academic Honors Diploma and Core 40-

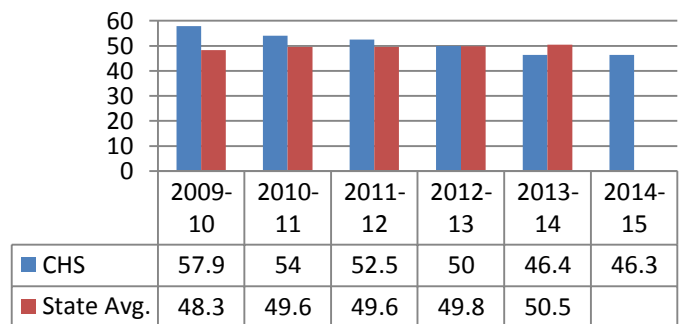
Please note several important points:

- General diplomas have increased in the last two years
- In 2014 CHS fell below the state average of students graduating with a Core 40 diploma (Conversely, we are above the state average of students graduating with a general diploma).
- We have been below the state average in graduation rate in the past, but have seen recent increases and improvement.
- CHS required 46 credits to graduate with a Core 40 diploma (2013-14), while the state requires 42 credits for the Core 40 diploma. In 2014-15 CHS matched the state requirements for a Core 40 diploma.

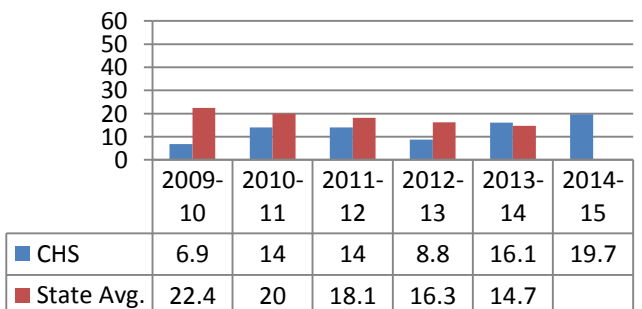
CHS Percent Academic Honors Diplomas



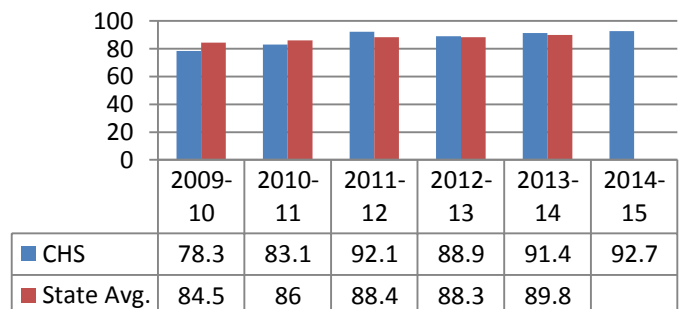
CHS Percent Core 40 Diplomas



CHS Percent General Diplomas



CHS Graduation Rate



Strengths

- We have several programs to help students work toward and earn a diploma in four years;
- A Freshman Success Coach has mentored, counseled and saved some at-risk freshmen. Center for Performance Learning (CPL) and summer school opportunities are available to recoup credits;
- Students can earn 56+ credits during four years at CHS (including summer school) and can attend Whitewater Technical Career Center for two years to earn vocational training and certification;
- We have parameters for at-risk students to earn the General diploma;
- We have flexibility in our schedule for remediation labs for struggling students;
- A grading scale modified in 2009 has contributed to more passing grades in all courses.
- Our Guidance Department earned "Gold Star" certification in 2013. Part of their future goals will be to work more often with freshmen (specifically) and all students (in general) to increase career and college knowledge and pathways to insure success;
- Credit recovery program at our Center for Performance Learning (CPL).

Weaknesses

- A Success Coach at the sophomore, junior, and senior levels would be beneficial in order to meet the needs of all at-risk students at CHS;
- We need to expand credit recovery programs to freshmen and sophomores;
- We have poor parental involvement particularly with at-risk students;
- Occasionally students begin Credit Recovery too late in a semester, and there is a lack of student access to curriculum-area licensed teachers in Credit Recovery;
- Poor attendance for at-risk students contributes too much of their failure.

F. Specific areas where improvement is needed immediately

For 2015, Connersville High School made a "B" on the new "grade" system of accountability from IDOE. Prior to that, we made a "B" in 2014 and in 2013 the grade was an "A". Because of our improvement over the last five years, we do not need an improvement intervention plan. We do see a need for improving College and Career Readiness, but with a new test this year, our goal will be set to meet or exceed the state average on this measure. In the past few years we have tried to increase the biology ECA scores. The new ISTEP+ will measure College and Career Readiness in Science. We have chosen to make this a departmental goal, rather than a school-wide goal. Biology teachers will use the following strategies:

1. The 1st semester exam will count as 15% of the student's semester grade (instead of 10%). This will be a common exam, developed by Biology teachers.
2. The 2nd semester exam will count as 15% of the student's semester grade (instead of 10%). The ISTEP+ science score will serve as the 2nd semester exam (provided scores are available by the end of school). If a student passes the Science portion of the ISTEP+, the exam grade will be an A (95%). If a student fails the Science portion of the ISTEP+, the exam grade will be an F (50%). Students receiving pass plus on the exam will receive an A+ (100)
3. A common, intentional, progressive review program will be implemented in Biology classes at the beginning of the second semester. This will consist of a "bellringer" or "ticket out" question based on previously learned material, given Monday-Thursday. Students will use these questions to review previously learned material on their own. Students will dissect questions in a collaborative group, with assistance from instructor as needed. A short review quiz will be given every two weeks over the content of the bellringers. Instructors may choose to

reteach based on this data, but this program is designed to help students take responsibility for their own long-term learning as a path to success on the ISTEP+.

4. We will utilize Vocab.com at least once per unit. This will provide data regarding vocabulary acquisition, which will be analyzed in PLC and will direct reteaching.
5. We will also revise our pacing guides/syllabus, in light of our previous year's score in each major category of the test, as well as the state's suggested critical content of the standards. This will allow greater focus on those areas deemed more important to the ISTEP+. We will have better, deeper instruction on fewer topics.
6. We will implement common interactive learning strategies at least once per unit. We will utilize the media specialist, inclusion teacher, e learning coach, and appropriate iPad apps to help develop and implement these strategies. These strategies are intended to make the courses more experiential and relevant for students.

G. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system:

English Language Arts

Goal: CHS will meet/exceed the state average on the 10th grade ELA ISTEP+ (2015-16 school year).

The English department has developed strategies and interventions to ensure students pass the End of Course Assessment administered at the end of the 10th grade. Our goal is that 90% of students pass the ECA as first-time testers; however, intensive interventions are in place for students who do not pass the test the first time to improve the probability of success when taken again. Since the 10th grade assessment is changing this year, strategies/interventions will have to be changed after the test is given the first time. There is no way to predict strategies/interventions needed for improvement on a test that has not been given.

Strategies:

- Focus on breakout groups who need more intensive intervention as determined by Acuity and ECA tests;
- Assist students to monitor progress on standards mastery by goal-setting and assessment of growth;
- Improve reading comprehension and writing across the curriculum;
- Analyze student data to ensure proper placement in English classes;
- Collaborate within courses to provide equity of student learning opportunities;
- Base course curriculum on the Indiana Academic Standards;
- Use a variety of instructional strategies in ELA classes to promote reasoning, communication, collaboration, critical thinking and independent learning in ELA classes which mirror the Depth of Knowledge chart;
- Be more intentional about using open ended essay question on tests and a upper level Depth of Knowledge questions, and assess using the 2 point Constructed Response Rubric (all faculty);
- Utilize anchor Charts to remind students of proper procedures (all faculty);
- Provide opportunities for more rigorous advanced coursework for high-achieving students.
- ES (honors) classes
- Dual Credit through IU (W131 and L202)
- SAT Language Arts Preparation
- E coach will work with teachers to incorporate ELA standards in electronic lessons

Interventions:

- Determine groups of students who need more intensive intervention as determined by using a variety of data such as ECA, ISTEP, Acuity, common formative and summative assessments. These students will be placed in Language Arts Labs which will provide the following interventions:

Reading Comprehension

1. Practice pre-during-post reading strategies with fidelity;
2. Increase frequency of in-class analytical reading and note taking;
3. Focus on informational text and non-fiction;
4. Department-wide focus on vocabulary and word recognition;

Writing Applications

1. Practice writing strategies with fidelity which include pre-writing and drafting;
2. In ELA classes and labs, teachers will be more intentional and provide more practice using open-ended essay questions on tests and upper level DOK questions, and assess using the 2pt Constructed Response Rubric;
3. In ELA classes and labs, teachers will utilize Anchor Charts to remind students of proper procedures;
4. Students will be assigned to an English inclusion class.

Mathematics

Goal: CHS will meet/exceed the state average on the 10th grade math ISTEP+ (2015-16 school year). Since the 10th grade assessment is changing this year, strategies/interventions will have to be changed after the test is given the first time. There is no way to predict strategies/interventions needed for improvement on a test that has not been given.

Improve problem solving skills across the curriculum-use common process

- Provide support to students who need targeted or intensive interventions
- Assist those students in monitoring their progress on standards mastery through goal-setting and frequent assessment of growth
- Assign student to appropriate math labs (remediation).

To ensure a solid mathematical foundation is in place for student success in upper level math classes, the math department has developed strategies and interventions with a goal of ensuring that the majority of students pass the Algebra 1 ECA at the end of the ninth grade. Interventions are in place, for students who do not pass the ECA as a first-time tester, to maximize the probability of success during the tenth grade.

Strategies:

- Student data is analyzed to ensure proper placement in math classes.
- Teachers collaborate within courses to provide equity of student learning opportunities.
- Course curriculum is based on the Indiana Academic Standards.
- A variety of instructional strategies are used to promote reasoning, communication, collaboration, critical thinking and independent learning in math classes.
- Opportunities for more rigorous advanced coursework for high-achieving students are provided.

- Dual Credit and/or AP courses: Statistics, Calculus, College Algebra, and Trigonometry
- SAT Mathematics Preparation
- Use of data walls to monitor progress
- E coach will work with teachers to incorporate math standards in electronic lessons

Interventions:

- Determine groups of students who need more intensive intervention determined by using a variety of data such as ECA, ISTEP, Acuity.
 - Incoming Algebra students who are determined to be below grade level by two or more years are scheduled into both Algebra Enrichment (math lab) and Algebra 1 where they work on prerequisite algebra skills and concepts.
 - Students who do not pass Algebra 1 during their first semester are reenrolled in Algebra 1 Semester 1 during the second semester of their ninth grade year in order to ensure the foundation is in place to build success in Algebra.
 - Students who have had one year of Algebra but have not passed the Algebra ECA are enrolled in Algebra 1 Lab which is a one semester intensive review of Algebra.
 - The majority of Algebra 1, Algebra 1 Lab and Algebra Enrichment classes are staffed by both a general education and special education teacher.

H. College and Career Readiness

Goal: Maintain/increase CHS College and Career Readiness measures to meet/exceed the state average for 2015-2016.

Strategies:

- Analyze feedback from students and increase dual-credit faculty participation in dual credit programs
- Improve college entrance test-taking skills
- Develop and maintain additional dual-credit opportunities and ECHS pathways
- Recruit staff members who qualify to teach dual credit courses and encourage current staff members to qualify to teach dual credit courses
- Increase student and community awareness of ECHS opportunities.
- Military recruiters will test all Juniors (ASVAB)
- WTCC will test students for workplace readiness

Connersville Early College High School (ECHS) is an outstanding example of this model in the region. ECHS compresses the number of years to a post-secondary degree and helps students and their parents reduce college costs. Students are able to earn 74 credits or more with Ivy Tech, Vincennes, Purdue, IU, and Ball State.

CHS faculty has worked diligently to offer students the opportunity to earn up to two years of college credit toward an Associate or Baccalaureate degree. In 2013-14, CHS students earned 2,312 college credits, and in 2014-15 they earned 2022 college credits, many of which were free. In addition to our partnership with Ivy Tech, CHS has partnered with Vincennes, Ball State, and Indiana University to develop dual-credit agreements for some courses. For school's other than Ivy Tech, there is a tuition cost of \$25 a credit hour for the courses

that are included in the Indiana Core Transfer Library (CTL), and will transfer among all Indiana public college/university campuses.

ECHS courses are often designated as Indiana Core Transfer Library (CTL) and will transfer to all Indiana public colleges/universities. A current CTL course list can be found at www.transferin.net. Courses earning dual credit are marked in the *CHS Career Planner*, which students receive in January each year. Most courses are offered during the junior and senior years, but freshmen and sophomores have dual credit opportunities. In addition, students may also opt to "Take A Course On Us" (TACO-U) through an IVY Tech campus or online. Additional dual credit courses may be earned at the Whitewater Technical Career Center.

CHS also offers AP courses in math: AP Statistics and AP Calculus; in science: AP Chemistry, AP Physics; and in social studies: AP U.S. History. CHS is addressing areas of weakness identified in current data in crafting and implementing actions for improving AP scores, and increasing dual-credits courses.

I. Proposed interventions based on school improvement goals.

Interventions for the four major goals are discussed in the section with their data, analysis and goals in this plan and found on earlier pages:

- Graduation rate on page 18
- English Language Arts on page 21
- Math on page 22
- Career and college readiness on page 23

As a school with full accreditation from North Central Association since 1908, we are including discussion of strengths and weaknesses that we have accessed with stakeholders:

Strengths:

- In the graduating class of 2015, 116 seniors earned 3 or more credits (49% of graduates) and 27 student had 12 credits or more (11% of graduates).
- The percent of CHS students passing both ECAs (73%) fell slightly below the state average (73.3%)
- CHS graduation rate has improved. Grad rates were 78.3% (2010), 83.1 % (2011), and 92.1% (2012). It fell slightly in 2013 to 88.9%, but went back up to 91.4% in 2014
- Inclusion and basic skills work lowers percentage of graduates who need waivers: CHS 6% vs. state 9% in 2012. In 2013 and 2014 the number of students receiving waivers decreased to 4%. In 2015 the number of students requiring a waiver dropped to 3.4%.
- Teachers (including inclusion teachers in some cases) in English 9, English 10, English 11, English 12, FACS, Alg 1, Alg 2, and Geometry, have common preparation periods to coordinate improvements, as well as all teachers on early-release Wednesdays during PLC time.

Weaknesses:

- Those scoring 3+ on AP exams decreased to 11.5% (from 20% in 2012). When compared to the state average in 2014 CHS still needs significant improvement, but the number of students who take the AP tests influences statistical analysis. In 2014-2015 only 12 students took AP exams. Four students received a score of "3" (33.3%);
- SAT scores are below state average, SAT composite (2014) at CHS 948.5 vs. state 987, SAT composite (2015) at CHS 942 vs. state 986.

J. Professional Development that is coordinated with proposed interventions and that supports sustainable school improvement efforts. (See page 12)

K. No statutes or rules waiver has been requested for CHS.

L. An executive summary of the CHS school improvement plan (2015-16) is made available to our FCSC Board of Trustees and the public (below):

Goal 1: Maintain/increase graduation rate to meet/exceed 90% by Oct.1 2016.

- Expand resources for at-risk students;
 - Utilize CPL credit recovery for students who fall behind in credits
 - Offer summer school opportunities
 - Assign students to appropriate ELA labs/math labs (remediation/at risk)
- Offer all diplomas aligned with state requirements
- Teachers use a variety of planning and instructional strategies to facilitate student demonstration of reasoning and critical thinking.
- Make contact with recent withdrawals (homeschool and dropouts) to recruit back to school.

Goal 2: CHS will meet/exceed the state average on the 10th grade ELA ISTEP+ (2015-16 school year).

- Utilize reading and writing strategies across curriculum - use common process and rubric
- Provide support to students who need targeted or intensive interventions
- Assist those students in monitoring their progress on standards mastery through goal-setting and frequent assessment of growth
- Assign students to appropriate ELA labs (remediation).

Goal 3: CHS will meet/exceed the state average on the 10th grade math ISTEP+ (2015-16 school year).

- Improve problem-solving skills across the curriculum - use common process
- Provide support to students who need targeted or intensive interventions
- Assist those students in monitoring their progress on standards mastery through goal-setting and frequent assessment of growth
- Assign students to appropriate math labs (remediation).

Goal 4: Maintain/increase CHS College and Career Readiness measures to meet/exceed the state average for 2015-2016.

Analyze feedback from students and increase dual-credit faculty participation in dual credit programs

- Improve college entrance test-taking skills
- Develop and maintain additional dual-credit opportunities and ECHS pathways
- Recruit staff members who qualify to teach dual credit courses and encourage current staff members to qualify to teach dual credit courses
- Increase student and community awareness of ECHS opportunities.
- Place students in remediation labs based upon results of college/career readiness assessments (Accuplacer? or other state defined assessment)-
- Military recruiters will test all juniors (ASVAB)
- Workforce readiness exams will be given to WTCC students. Certificates earned will be tracked.

Three Year Timeline for Implementation/Review/Revision

School: Connersville Senior High School				School Improvement Plan Supplement					
#13 SCHOOL IMPROVEMENT ACTION PLAN (I)=inservice, (FM)=Fac. meeting, (PLC)= Prof. Learning Community, (E)= E-learning	Aligned to Goal(s)	Audience	Person(s) Responsible	3 year Timeline					
				2015-2016		2016-2017	2017-2018	completed	completed
				Semester	Semester				
Annual Review of SIP	All	All Staff	Principal / SIP team	x	x	x	x		
Model and improve SWPBIS (FM)	1	All Staff	Principle/ SWPBIS Team	x	x	x	x		
Utilize parent portal (FM and email)	1	All Staff	K. Giesting/Tech Team	x	x	x	x		
Review graduation data and promote interventions (FM)	1	All Staff	S. West/S. Russell/GuidanceDept./RTI team	x	x	x	x		
Safety Training	1	All Staff	S. Russell	x	x	x	x		
Save the Seniors	1	All Staff	RTI/Admin./Guidance	x	x	x	x		
Cultural Competency (FM)	1	All Staff	RTI team	x	x	x	x		
Student placement for success and growth	2	Admin/ Guidance	ELA department/ELA chair/RTI team/ RTI chair	x	x	x	x		
Awareness of Literacy standards and modeling the use of reading strategies (FM)	2	All Staff	ELA department	x	x	x	x		
Model the use of writing strategies (FM)	2	All Staff	ELA department	x	x	x	x		
Feature research-based strategies to improve student growth (FM)	2	All Staff	ELA department/RTI chair	x	x	x	x		
Facilitate implementation of Indiana Academic Standards and technology integration in daily lessons (PLC)	2	ELA teachers (and all staff to a degree)	ELA chair/ R. Rose/all department chairs	x	x	x	x		
Student placement for success and growth	3	Admin/ Guidance	Math department/Math chair	x	x	x	x		
Analyze and share standardized assessment data (FM)	3	All staff	Math department/Guidance	x	x	x	x		
Facilitate implementation of Indiana Academic Standards and technology integration in daily lessons (PLC)	3	Math department	Math chair/ all department chairs	x	x	x	x		
Survey dual-credit students, teachers (SRT time)	4	All staff	ECHS team		x	x	x		
Work to meet all recommendations given by CELL (FM and PLC)	4	All staff	ECHS team	x	x	x	x		
Instruct ECHS teachers on the technology and course requirements (PLC)	4	ECHS team	Ivy Tech/ECHS team	x	x	x	x		
Attend CELL ECHS Network Meetings	4	ECHS team	CELL/ ECHS staff	x	x	x	x		
Monthly ECHS meetings (PLC)	4	ECHS team	ECHS Coordinator/M. Thompson/Ivy Tech Rep.	x	x	x	x		
Instruction on content-specific literacy strategies (FM, I)	4	All staff	ECHS Coordinator/Dept. chairs/ Dr. Rose	x	x	x	x		
Instruction on content-specific math strategies (FM, I)	4	All staff	Math department/ Dept. chairs	x	x	x	x		

The goals and strategies listed in this document are data-driven and were based on data sets from: Early College High School Annual Report, ECAs, Acuity, SAT, PSAT, ACT, and PLAN scores.

The Connersville Senior High School "School Improvement Team" is made up of Randal Judd, Scott West, Dr. Rickie Rose, Shane Russell, Kim Giesting- Chair, All department Chairs, Vickie Long (E-Learning Coach), and Parents involved in departmental advisory committees.